

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at University of California, Riverside

May 18-21, 2008

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at University of California (UC), Riverside. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the attached report, the accreditation recommendation is **Accreditation**.

Common Standards and Program Standard Decisions For all Programs offered by the Institution or Program Sponsor

Common Standards

	Standard Met	Standard Met with Concerns	Standard Not Met
1) Education Leadership	X		
2) Resources	X		
3) Faculty	X		
4) Evaluation	X		
5) Admission	X		
6) Advice and Assistance	X		
7) School Collaboration	X		
8) District Field Supervisors	X		

Program Standards

	Total # of Program Standards	Number of Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	19		
Multiple Subject/BCLAD: Spanish ¹				
Single Subject	19	19		
Education Specialist: MM-Preliminary	17	17		
Education Specialist: MM-Clear	12	12		
Education Specialist: MS-Preliminary	19	19		
Education Specialist: MS-Clear	11	11		
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: Child Welfare and	24	24		

	Total # of Program Standards	Number of Program Standards		
		Met	Met with Concerns	Not Met
Attendance				
Pupil Personnel Services: School Psychology	27	27		
Administrative Services: Preliminary	19	19		
Administrative Services: Professional Clear	11	11		
Designated Subjects: Adult Education	19	19		
Designated Subjects: Vocational Education	19	19		
Reading and Language Arts Specialist Credential	20	20		
Reading Certificate	11	11		
Reading Certificate: Biliteracy Emphasis	11	11		

¹Insufficient evidence was provided to determine that the BCLAD standards were met in the context of the multiple subject program.

The following was completed in accordance with the procedures approved by the Committee on Accreditation:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

The Visit

The Commission staff consultant, Jan Jones-Wadsworth, was assigned to the institution and met with institutional leadership May 2007. The meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, and logistical and organizational arrangements. In addition, telephone, email and regular mail communication was maintained between the staff consultant and institutional representatives. A new Director of Teacher Education began in July 2007. Therefore, Dr. Jones Wadsworth held an additional meeting with institutional leadership in August 2007 to help inform the new Director of the CTC Accreditation process. About two and a half weeks before the visit, the Multiple Subject team member asked to be replaced so one week before the visit a replacement was named.

The fifteen member team, including two Commission staff, assembled at the Mission Inn in Riverside at noon on Sunday, May 18, 2008. After introductions, the team leader provided information about the accreditation process, and reviewed the schedule after which the team was transported to the campus. The Director of Teacher Education provided a tour of the documents room and then the team was taken to University Extension for a Poster Session Reception during which team members were able to meet faculty and students. Monday morning, the team was briefed about G*STAR, an electronic student portfolio system and PACT (Performance Assessment of California Teachers). After the presentations, team members were assigned to their various program liaisons and began their data collection activities. On Monday and Tuesday, May 19 and 20, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the Accreditation Handbook. The institution arranged to transport members of the team to various local school sites used for collaborative

activities. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the Team Lead presented the Mid-Visit Report to the Dean, two associate deans and the Director of Teacher Education. On Tuesday evening, the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on the campus on Wednesday, May 21, 2008.

The University of California staff is to be commended for having adhered to the Commission on Teacher Credentialing timelines throughout the accreditation process.

While the team members were able to verify through interviews that the candidates demonstrated knowledge, skills and abilities related to the Multiple Subject/BCLAD, there was insufficient documentation of the standards to determine that each of the standards related to BCLAD were fully met.

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: University of California, Riverside

Dates of Visit: May 18-21, 2008

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards:

All Common Standards were met.

Program Standards:

The Program Standards for all credential and certificate programs were met, with the exception of Multiple Subject/BCLAD emphasis standards.

Overall Recommendation:

The UCR Teacher Education Program provides comprehensive and rigorous courses of study for all teacher candidates. Evidence collected including documents, interviews and surveys provide the rationale for the recommendation of full accreditation.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials	Advanced/Service Credentials
Multiple Subject Multiple Subject Multiple Subject Internships Multiple Subject BCLAD (Spanish)	Education Specialist Credentials <u>Professional Level II</u> Mild/Moderate Disabilities Moderate/Severe Disabilities
Single Subject Single Subject Single Subject Internships	Administrative Services Preliminary Professional (until 8/31/08)

Initial/Teaching Credentials	Advanced/Service Credentials
Clear Single Subject	
Education Specialist Credentials Preliminary Level I Mild/Moderate Disabilities Moderate/Severe Disabilities	Pupil Personnel Services School Counseling Child, Welfare and Attendance School Psychology
Designated Subjects: Adult Education	Reading and Language Arts Specialist Credential Reading Certificate* Reading Certificate
Designated Subjects: Vocational Education	

* UCR has two, separately approved, Reading Certificate programs. One program contains coursework especially focused on language and culture, in order to prepare teachers to work in biliteracy contexts.

Staff recommends that:

- The institution's response to the preconditions be accepted.
- University of California, Riverside be permitted to propose new credential programs for approval by the Committee on Accreditation.
- University of California, Riverside continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- The University of California, Riverside provide documentation within one year that demonstrates that the Multiple Subject/BCLAD (Spanish) Program meets all standards.

Accreditation Team

Team Leader:	Jim Richmond CSU, Chico
Common Standards Cluster:	Virginia Matus-Glenn , Cluster Leader Lake Tahoe Unified School District, Retired Jeanie Riddell , University of California, Los Angeles Rebecca Seher , Los Angeles County Office of Education
Basic/Teaching Programs Cluster:	Nancy Burstein , Cluster Leader CSU, Northridge Julie Roth , CSU, Chico Bobbie Allen , University of California, San Diego Mel Lopez , Anaheim City Schools/Chapman Univ.-Retired Peter Kopriva , Fresno Pacific University Bill Kellogg , California Polytechnic State University

**Advanced/Services
Programs Cluster:**

Gary Hoban, Cluster Leader
National University

Diana Wheeler, National University

Christy Reinold, Lodi Unified School District

Staff to the Visit

Jan Jones Wadsworth, Consultant

Rebecca Parker, Consultant

Documents Reviewed

University Catalog	Needs Analysis Results
Institutional Self Study	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
	College Budget Plan

Interviews Conducted

	TOTAL
Program Faculty	77
Institutional Administration	28
Candidates	121
Graduates	46
Employers of Graduates	55
Supervising Practitioners	57
Advisors	21
School Administrators	49
Credential Analysts and Staff	12
Advisory Committee	22
Librarian	2
BTSA Staff	6
Community College Partners	1
Administrators	2
Staff	2
Systems Administrator	1

TOTAL **502**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information:

The campus of the University of California, Riverside dates back to 1907 when, by act of the Legislature, the Citrus Experiment Station was established to conduct research in the agricultural problems of Southern California. Graduate work was undertaken early in the station's history, and today, graduate education is central to its mission. In 1948, the Regents approved the establishment of the College of Letters and Science, and the College opened for classes in February 1954. By act of the Regents, the Riverside campus in 1959 was declared a general campus with a mandate to develop appropriate areas of study. In 1960, the Graduate Division was established, and graduate and professional programs were added.

Enrollment at UCR is presently about 14,571 undergraduates and 2,051 graduate students. UCR is fully accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC).

Academic divisions of the University of California, Riverside include the College of Natural and Agricultural Sciences, the College of Humanities and Social Sciences, the College of Engineering, the Graduate School of Education, the Graduate School of Management, the Graduate Division, University Extension, and Summer Sessions. The campus is also home for the regional headquarters of Cooperative Extension.

University Extension (UNEX)

University of California Extension at Riverside under the direction of Dean Sharon Duffy, Ph.D. (interim), is a critical outreach effort of the University and provides an avenue for non matriculated adults to have access to the University's scholars, research, and resources. University Extension programs are open to any individual within the community who is seeking an opportunity to develop intellectual, cultural, and professional skills.

Education Unit**UCR, Graduate School of Education**

The Graduate School of Education at the University of California, Riverside, under the leadership of Dean Steven T. Bossert, offers a comprehensive program of educator preparation and graduate studies. Faculty in the areas of Institutional Leadership and Policy Studies, Curriculum and Instruction, Educational Psychology, Special Education, and School Psychology conduct research. This research is used in the development of a wide range of M.A. and Ph.D. programs as well as a comparable variety of credential programs that enroll the largest number of students within the U.C. system. Currently, there are 132 credential candidates enrolled in the Graduate School of Education.

UCR, Education Extension

Through over 850 annual courses, conferences, and workshops, Education Extension provides programs and services in five main areas: professional, credential, and certificate programs; in-service programs; grant-funded programs; educational research projects; and youth programs. Education Extension serves between 8,000 and 8,500 educators each year. The department is currently administering grant-funded programs in science and early childhood education.

In addition to CTC-approved credential and certificate programs, Extension provides approximately 200 specialized training and professional development programs at local school

sites and in collaboration with the regional BTSA programs. These programs include both credit and noncredit courses, and are scheduled throughout Riverside and San Bernardino Counties. In-service programs are customized to meet the needs of specific schools or districts. There are currently 302 credential and certificate candidates enrolled in University Extension

Recently, UCR Extension, in collaboration with University of California (UC) at Los Angeles and UC at San Diego, submitted to the Commission a “CLAD Through CTEL” document for the continued training of teachers for CLAD Certification. This 18 quarter unit program is the first time that three campuses have worked collaboratively to offer a program where coursework is transferable between campuses with the same course content and same course numbers. The approval of this new program will allow University Extension to continue to serve the EL community and to build relationships with Inland area school districts.

Interrelationship: The Graduate School of Education and University Extension

The UCR Graduate School of Education and Extension have a productive and cooperative relationship that led to development of the Reading Certificate, the Reading and Language Arts Specialist Credential, and the development of a collaborative M.Ed. in Reading. Oversight committees such as the Extension Administrative Committee and the Teacher Education Committee in the GSE are composed of members from both faculties and provide the planning, implementation, and evaluation of educator preparation programs.

The Graduate School of Education and Extension have established cooperative endeavors in the following areas:

- Through a concurrent enrollment program, members of the general public are permitted to complete Graduate School of Education courses through Extension without formal admission to the University.
- The Graduate School of Education reviews and determines approval of all proposed Extension programs.
- The Dean of the Graduate School of Education, consulting with faculty as appropriate, reviews and determines the acceptability of all proposed Extension credential courses and instructors before they are forwarded to the Academic Senate Committee on Extension for approval.
- The Dean of the Graduate School of Education, the Teacher Education Committee, and GSOE faculty review and determine acceptability of all proposed Extension Commission approved credential and/or certificate programs before they are forwarded to the Academic Senate Committee on Extension for approval.
- Graduate School of Education members (Dean and Director of Teacher Education) participate in meetings of the Extension Administrative Committee, rendering decisions on efficiency levels in the operation and governance of credential/certificate programs, detection of functional needs, advisability of adding, deleting, or modifying offerings; further responsibilities include the granting of final approval to individuals applying for admission to credential or certificate programs, the according of final approval of candidates recommended for a credential or certificate, the rendering of final decisions

with respect to grievances or appeals entered by faculty, students, or staff, and the provision of assistance in fulfillment of administrative need. (Minutes appear in the Document Room)

- The Program Coordinators, the Director of Education Extension and Student Affairs Officers interact with the Graduate School of Education Teacher Education division in the review of applications in order to determine the appropriate placement of candidates.
- Members from both the Graduate School of Education and Extension participate on Accreditation Planning Committees.
- University Extension provides the opportunity for Graduate School of Education Field Supervisors to enroll in certain professional courses for one-half the regular fee.
- University Extension grants credit, with a nominal processing charge, for Graduate School of Education Field Supervisors who enroll in the Seminar in Pre-Service Teacher Training Program-- (Parts I, II, and III.)

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2006-07)	Number of Candidates Enrolled or Admitted	Agency Reviewing Programs
Multiple Subject	Initial	70	71	CTC
Multiple Subject/BCLAD	Initial	13	13	CTC
Single Subject	Initial	54	52	CTC
Education Specialist: Mild/Moderate Preliminary	Initial	6	8	CTC
Education Specialist: Mild/Moderate Clear	Advanced	10	13	CTC
Education Specialist: Moderate/Severe Preliminary	Initial	4	5	CTC
Education Specialist: Moderate/Severe Clear	Advanced	1	1	CTC
Pupil Personnel Services: School Counseling	Advanced	0	115	CTC
Pupil Personnel Services: Child, Welfare and Attendance	Advanced	5	21	CTC
Pupil Personnel Services: School Psychology	Advanced	2	20	CTC
Administrative Services: Preliminary	Initial	12	13	CTC
Administrative Services: Professional Clear	Advanced	3	5	CTC
Designated Subjects: Adult Education	Advanced	13	41	CTC
Designated Subjects: Vocational Education	Advanced	34	45	CTC
Reading Language Arts	Advanced	16	22	CTC
Reading Certificate	Advanced	14	31	CTC
Reading Certificate: Biliteracy Emphasis	Advanced	9	27	CTC

Common Standard 1: Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

A positive aspect of the unit is the effective and ongoing collaboration between the Graduate School of Education, University Extension and many local agencies and constituencies. This results in programs which are cohesive across all credential, certificate and advanced degree programs. All professional preparation programs are organized, governed and coordinated with the active involvement of credential program faculty.

Areas for Growth in Standard Implementation

Some program faculty clearly articulated the vision for the preparation of professional educators. However, that vision was not clearly in evidence throughout the programs. While the faculty is focused on quality programs based on current research and practices, it would be helpful if a consistent vision was articulated across the unit to focus all teaching and learning to common outcomes.

Common Standard 2: Resources

Sufficient resources are consistently allocated for the effective operation of credential preparation program, to enable it to be effective in coordination, advising, curriculum, instruction, and field experiences. Library and media computer facilities, and support personnel, among others, are adequate.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

Sufficient resources are allocated to ensure the implementation of strong credential preparation programs. The masters and doctoral programs appear to be equitably funded. The Institution provides excellent library resources and computer facilities. Advisory and support personnel are readily available to faculty and participants.

Areas for Growth in Standard Implementation

None noted

Common Standard 3: Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflects and is knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

All faculty, including full-time and part-time faculty as well as supervising teachers are highly qualified and bring strength to the program. It is clear that these faculty members provide a wealth of experience, and many have successfully pursued grant funding. These grant funds provide substantial breadth and depth which enrich the teacher education programs. All faculty are knowledgeable about, sensitive to, and able to serve their diverse community effectively.

Areas for Growth in Standard Implementation

None noted

Common Standard 4: Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

The institution regularly involves program participants, graduates and their collaborative partners in a comprehensive evaluation of the quality of programs. The collaborative partners and Community Advisory Committee members work closely with the institution by providing input on program design, curriculum development and assessment. Students and faculty are given multiple opportunities to evaluate coursework, instructors, and the effectiveness of their programs. Results of these evaluations consistently result in a feedback loop which improves the effectiveness of the programs.

Areas for Growth in Standard Implementation

None noted

Common Standard 5: Admission

In each professional preparation program, candidates are admitted on the basis of well defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

Admission standards are well defined and communicated effectively to students. The admission staff provides timely and competent service and information to all students. Students report that admission staff are readily available, knowledgeable and supportive. The institution conducts extensive outreach and recruitment within many geographical, socioeconomic and cultural areas within the broad community they serve, which results in a diverse student population.

Areas for Growth in Standard Implementation

None noted

Common Standard 6: Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

Staff provides clear and consistent support, advice and ongoing monitoring of all teacher candidates throughout their teacher preparation. The institution offers a variety of support for candidates who need special assistance. Only candidates who meet the competencies required for success as educators are retained in the program.

Areas for Growth in Standard Implementation

At some point in the advisement/orientation process, students need to be given information on grievance procedures and how to access same.

Common Standard 7: School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

Valuable collaboration was clearly evident among all the stakeholders involved with the University. The University collaborates with a wide spectrum of constituents, such as prospective students, other local institutions of higher education, county office superintendents, and leaders in business and industry. Throughout the review it was reported that this collaboration is a key factor in the success of the program. In addition to the university collaborating with outside entities, there was evidence of strong and open communication within the Teacher Education Division.

Areas for Growth in Standard Implementation

None noted

Common Standard 8: District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Findings on Standards:

Standard Met

Strengths in Standard Implementation

District field supervisors are actively involved in collaborating with University faculty and staff in providing effective supervision and mentoring. They are carefully selected and trained to carry out their supervisory roles in support of teacher interns. Field supervisors are evaluated on an ongoing basis by program staff.

Areas for Growth in Standard Implementation

None noted

Multiple Subject Credential and Multiple Subject Internship Credential

After review of the institutional self-study report, the program document, supporting documentation, visits to cooperating school sites and interviews with candidates, graduates, district cooperating teachers, university supervisors, principals, and district administrators, the team determined that all 19 multiple subject standards were met.

The multiple subject credential program offers a three-quarter sequence of courses, seminars, and fieldwork in diverse settings that help candidates develop the required knowledge and skills. The program provides a developmental sequence of experiences with increasing classroom responsibilities across three 10-week quarters with a minimum of 2 weeks in the final quarter during which the candidate is planning and teaching as the “head teacher”. Throughout the program, coursework involves strategies that focus on state adopted content standards and curriculum frameworks which link to needs and interests of the K-12 classroom. Consistent supervision by district cooperating teachers and university supervisors provide candidates with feedback that allows them to reflect on their experience and improve their professional skills.

Strengths of the Program

All those interviewed reported that the cohort model provides strong and consistent support to candidates. This model allows candidates, faculty, teachers and administrators to work together to improve teaching and learning. A careful blending of theory and practice occurs throughout the program. Candidates have an option to complete coursework in the M.Ed. concurrent with the credential.

The syllabi explicitly link the Teacher Performance Expectations (TPEs) with the California Standards of the Teaching Profession (CSTPs) which introduce candidates to the concept of continued professional development from pre-service into teaching in order to become an effective teacher.

Technology coursework is self-paced and differentiated to accommodate various levels of the candidates’ technology skills. This course coordinates and integrates with the methods courses and recently added a time management component for every quarter.

Principals and administrators indicated that the candidates were well-prepared and highly desirable employees.

A comprehensive university supervisor handbook is provided and serves to ensure consistency in supervision practices for all candidates.

The Multiple Subjects program employs the PACT, a teaching performance assessment that is analyzed by the faculty to determine candidate competence as well as to inform faculty about the effectiveness of the design and delivery of the program. In addition, candidates create “culminating portfolios” that demonstrate their understanding and ability apply the Teaching Performance Expectations (TPE)

Areas for Growth in Program Implementation

None noted

Multiple Subject with BCLAD Emphasis

Findings on the Standards

There was some documentation provided. However, the team could not verify that the documentation was written to support how the program meets the BCLAD Standards. Team interviews with cooperating teachers and administrators suggested that BCLAD teachers may be well prepared, yet the team could not verify that the BCLAD Program was organized or implemented using the bilingual program standards, with the exception of Standard 6 *which is required for admission*.

Reading and Language Arts Specialist Teaching Credential Reading Certificate Reading Certificate – Biliteracy Emphasis Certificate

The team concluded that all program standards are met for both Reading Certificate programs offered by UCR and the Reading and Language Arts Specialist Teaching Credential.

The conclusion was based on the review of the UCR institutional self-study documents Part I, Part II and Part III including program reports, syllabi, faculty vitae, assignments, rubrics and student work. In addition, the conclusion was based on numerous interviews by phone or face-to-face with the Director of Education, program coordinator, faculty, site supervisor, administrators, candidates, and graduates of all three programs.

Strengths in Program Implementation

There is a strong collaboration between the faculty and the Director of Education, who has a background in reading/language arts, in regards to course planning and program design for the credential program.

The quality of the candidates is outstanding, as they demonstrate strong work ethics, dedication and enthusiasm for professional learning growth. The graduates express confidence in their competence to assume leadership roles as reading professionals.

The Reading Certificate with the biliteracy emphasis, whose coursework is focused on language and culture, offers a unique emphasis supporting and preparing teachers in dual language programs. The candidates and graduates demonstrate a strong sense of purpose and empowerment as well as a passion for teaching.

The faculty are invested and bring a wide variety of teaching experiences to make their teaching relevant, and they are willing and ready to make the changes needed to keep current in the field.

There is a resounding pride among UCR faculty and candidates in the programs and in the work that they do.

Areas for Growth in Program Implementation

None noted.

Single Subject Credential Program

Single Subject Intern Program

Based on the institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds that all standards have been met.

Strengths in Program Implementation

After reviewing documents and conducting numerous interviews, the team determined that Single Subject credential candidates are well prepared for teaching positions. UCR credential faculty and staff merit special recognition for designing and delivering single subject programs that clearly meet the needs of candidates.

The interns and student teachers are well prepared to teach a diverse student population including students from low social economic backgrounds.

It is evident from conversations with candidates, university faculty and cooperating teachers that there is a strong degree of trust and respect for the program. Candidates report that they feel well prepared to assume the responsibilities of a classroom.

The candidates report that they feel free to call their professors and supervisors knowing that they will respond and help them with problems they may have.

All the interns and student teachers report that the concept of the cohort of peers is invaluable and essential in their daily work as novice teachers. Moreover, they consider their cohort critical to their professional growth. They believe that their teaching is enhanced through the support and shared knowledge and experiences of their peers.

Candidates praise university supervisors highly; they are eager to assist and respond quickly to their needs.

Areas for Growth in Program Implementation

None noted.

Education Specialist Credential Programs:
Mild/Moderate and Moderate/Severe: Level I and Level II
Mild/Moderate and Moderate/Severe: Internship Credential

Based on the institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds the following:

- All standards are met for both the Mild/Moderate and the Moderate/Severe Level I and Level II credential programs
- All standards are met for the Mild/Moderate and the Moderate/Severe Level I Internship Credential Programs

Strengths in Program Implementation

After reviewing documents and conducting numerous interviews, the team determined that Education Specialist credential candidates are well prepared for special education teaching positions. Special education faculty are commended for their commitment in preparing highly qualified candidates to serve students with disabilities. They have high expectations for teacher candidates, offer a rigorous and demanding program of study and focus on research-based literature that links theory with practice. They are reflective about their practices and facilitate the development of special educators who are reflective practitioners.

The candidates and graduates interviewed consistently expressed appreciation for the accessibility of faculty, their high level of professionalism, and the personalized nature of the program. They frequently referred to the importance of the cohort model, which provided support throughout the demanding program and fostered lasting collegial relationships.

Faculty are highly qualified and committed to best practices in teacher preparation and special education. They are well known and respected for their scholarship and research and are successful in obtaining grants that support innovative programs at UCR. Special education faculty collaborate with colleagues across disciplines to provide well-coordinated, high quality intern and dual credential programs. Adjunct faculty are well respected by candidates for their expertise in teaching, providing strategies that respond to the challenges of students and teachers in today's schools; they are skilled in classroom supervision and committed to preparing a caliber of high quality, professional special educators.

Areas for Growth in Program Implementation

During interviews, employers expressed an interest in expanding the number of graduates from UCR special education preparation programs given the university's reputation and the quality of its graduates.

Pupil Personnel Services Counseling

After review of the institutional report, supporting documentation and the completion of interviews of candidates, faculty, supervising practitioners and employers, the team determined that all program standards are met for the Pupil Personnel Services Credential authorizing practice in school counseling. The seventy-two quarter unit graduate program is designed to prepare candidates for service as elementary, middle, and high school counselors in diverse communities. Courses are conveniently offered in the late afternoon, evening and on-line thus affording an opportunity for working students to obtain a graduate level degree in school counseling. Curriculum content reflects changes related to the implementation of the 2001 Commission on Teacher Credentialing Pupil Personnel Services Standards including supervised experience and national school counselor standards. Reflective journals and portfolios allow students to access their professional growth classroom presentations, sample lessons and discussion of peer comments.

Strengths in Program Implementation

The infusion of national school counselor standards into the curriculum and program design is to be commended.

Site supervisors and employers consistently comment that candidates are being well prepared to meet the needs of students including culturally and linguistically diverse students and their families in the schools.

The program reflects effective coordination of program elements with faculty and field supervisors at school sites.

Candidates conveyed appreciation and praise for the staff that value their input to modify and improve program content and design.

Areas for Growth in Program Implementation

None noted

Pupil Personnel Services Child Welfare and Attendance

The Child Welfare and Attendance credential is a supplementary credential which may be awarded to individuals who currently hold a credential authorizing them to work in School Counseling, School Psychology, or School Social Work. It is not a stand-alone credential.

The CWA program at UC Riverside is a recently established program with a small number of students enrolled. Courses are offered in the summer months with the expectation that the students will complete the required 150 hour internship during the school year, preferably at the school in which they work. Most of the students enrolled in the program are currently employed in Los Angeles Unified School District.

After review of the program course syllabi, Fieldwork Handbook, student portfolios, supporting documentation, and the completion of interviews of candidates, graduates, and faculty, and administration, it is determined Program Standards 1-8 (PPS-Child Welfare and Attendance) have been met.

Strengths in Program Implementation

Given the small number of students who have completed the CWA credential program, the enthusiasm for the program is commendable. Current students and graduates stated the courses provided them with practical information about the field they had not received in other programs. Recent graduates are employed in roles in which they are putting their learning into practice.

Faculty and supervising personnel are commended for their personal commitment to the program.

Areas for Growth in Program Implementation

Although the program enrollment number is small, there is a discrepancy between the number of students who begin the program and those who complete the fieldwork. The administration and faculty are currently developing a plan for program advertisement and incorporation into other disciplinary fields (i.e. School Administration) in order to increase the number of students for the program.

Pupil Personnel Services School Psychology

After review of the program course syllabi, Fieldwork Handbook, Follow-up Survey results, supporting documentation, and the completion of interview of candidates, graduates, faculty, employers, and supervising practitioners, it is determined Program Standards 17-27 (PPS-School Psychology) have been met.

Strengths in Program Implementation

Current students, graduates, employers, and site supervisors report their extreme satisfaction with the program and its outcomes. The emphasis placed on the relationship between research and practice is identified by the students as the most rewarding part of the program. The student's knowledge of, and ability to, identify needs of an institution, and create and complete their own research is an asset identified by employers.

Although the Program faculty is extremely small, all persons and groups interviewed agreed it was the faculty personnel who "make the program". The students and faculty agree the cohort system used in the program provides the students with an ongoing line of communication with other students in the program.

The curriculum in both the MA and PhD programs support State requirements, as well as those developed by national organizational accrediting bodies (i.e. National Association of School Psychologists, American Psychological Association). Fieldwork and internship experiences are supervised by both University and site personnel; evaluations show satisfactory completion by candidates. All graduates are employed; 45% in University settings.

Areas for Growth in Program Implementation

Syllabi presented as documentation should be brought up to date. Some reviewed are from the years 2002, 2004, and 2005.

Syllabus for Practicum (Educ265) submitted with documents does not identify activities to be completed by students. In light of this, interviews with students, University personnel, and Site supervisors were able to identify specific activities as accomplished by the students during the Practicum courses. Program faculty state a Practicum Handbook will be developed and completed during the next school year which will include a new syllabus for the course.

Designated Subjects Adult Education

Based on the institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds all standards are met for the Designated Subjects Adult Education Credential Program.

Strengths in Program Implementation

After reviewing documents and conducting numerous interviews, the team determined that Designated Subjects Adult Education credential candidates are well prepared for providing adult instruction upon completion of the program. The Adult Education faculty is commended for their commitment in preparing highly qualified candidates to serve students who have a focus in preparing instruction of adult learners. Candidates and graduates expressed appreciation for receiving relevant instruction, and for their instructors modeling effective teaching strategies.

The candidates and graduates interviewed consistently expressed appreciation for receiving clear information regarding program requirements and timelines. Courses are offered at times so that students can both be employed full time, and attend classes in the evenings and weekends. Faculty are highly qualified and committed to best practices in teacher preparation, and especially have the ability to relate the subject matter to satisfying the needs of adult learners.

School site administrators and employers praised the program for preparing qualified graduates capable of meeting the needs of adult learners. Faculty praised the administration for providing excellent support for class instruction (i.e. technology), clerical, duplication, and other technical support necessary for effective instruction.

Site supervisors are well qualified to assist student teachers with field work evaluations and coaching. Effective collaboration exists between UCR Extension and the Graduate School of Education. The program administrator immediately resolves problems and other issues as they arise, in a timely manner.

Areas for Growth in Program Implementation

During interviews, candidates and graduates expressed the desire for the program to offer more than one course at a time, therefore allowing students to progress more quickly through the program.

Consideration should be given to offering some courses in a “hybrid model” (i.e. on-campus/on-line) to meet the scheduling needs of the candidates.

A Program Coordinator has recently been appointed. This ought to help increase the visibility of the program. Many hope that the coordinator will assist in orientation sessions, provide advisement to candidates in the program, organize and conduct regular faculty meetings, publish newsletters, and generally be the “point person” for the program.

It is recommended that satisfaction survey be administered to program graduates immediately upon completion of the program. The results of the survey should be shared with the faculty to give them the opportunity for change to continue to advance the program.

Designated Subjects Vocational Education

Based on the institution’s responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds all standards are met for the Designated Subjects Vocational Education credential program.

Strengths in Program Implementation

After reviewing documents and conducting numerous interviews, the team determined that Designated Subjects Vocational Education credential candidates are well prepared for career and technical teaching positions. The Vocational Education faculty is commended for their commitment in preparing highly qualified candidates to serve students who have a focus in preparing individuals in career and technical fields. Candidates and graduates expressed appreciation for receiving relevant instruction, and for their instructors’ modeling of effective teaching strategies.

The candidates and graduates interviewed consistently expressed appreciation for the receiving clear information regarding program requirements and timelines. Courses are offered at times so that students can both be employed full time, and attend classes in the evenings and weekends.

Faculty are highly qualified and committed to best practices in teacher preparation, and especially have the ability to relate the subject matter to the “real” world of work.

School site administrators and employers praised the program for preparing qualified graduates capable of meeting the needs of career/technical students.

Faculty praised the administration for providing excellent support for class instruction (i.e. technology), clerical, duplication, and other technical support necessary for effective instruction.

Site supervisors are well qualified to assist student teachers through fieldwork evaluations and coaching.

Good collaboration exists between UCR Extension and the Graduate School of Education. Interviewees reported that the program administrator immediately resolves problems and other issues as they arise, in a timely manner.

Areas for Growth in Program Implementation

During interviews, candidates and graduates expressed the desire for the program to offer more than one course at a time, therefore allowing students to progress more quickly through the program.

Graduates expressed appreciation for the knowledge and skills they received in the program, and recommended that from time-to-time, a “refresher course” be provided to review essential parts of the program. Consideration should be given to offering some courses in a “hybrid model” (i.e. on-campus/on-line) to meet the scheduling needs of the candidates.

A Program Coordinator has recently been appointed. This ought to help increase the visibility of the program. Many hope that the coordinator will assist in orientation sessions, provide advisement to candidates in the program, organize and conduct regular faculty meetings, publish newsletters, and generally be to “point person” for the program.

It is recommended that a satisfaction survey be administered to program graduates immediately upon completion of the program. The results of the survey should be shared with the faculty to help them make needed changes in a timely manner.

Preliminary Administrative Services Credential Program

Following numerous interviews with current students, recent graduates, employers, advisory board members, faculty, and site supervisors, the team determined that all standards for the Preliminary Administrative Services Credential Program have been met. The program is unique in that it has the Preliminary Administrative Services Credential Program embedded in the Ph.D. program in leadership and has students pursuing either the credential alone or both the credential and the doctoral degree. The program has shown a stable enrollment of approximately 30 students per year for the past several years.

Strengths in Program Implementation

There are a number of exemplary strengths in the implementation of the program. The program coordinator has established a close relationship with the professional educational leadership community in the Riverside/San Bernardino area. The Jurupa Unified School District Leadership Academy is an example of one of the strong collaborative relationships that has been developed.

Because the program leads to the Ph.D., it is primarily research-based. All courses require practice-based assignments.

As noted, the program, which requires a portfolio, has a strong field experience component which spans a full academic year and is the equivalent of three courses. Students engage in customized administrative projects under the direction of a university supervisor and a site mentor. The projects are based on an administrative skills inventory based on student strengths and weaknesses. This allows all administrative competencies derived from the standards to be

addressed while preserving flexibility to address individual student needs. This feature of the program is highly praised by students and mentors alike.

Another commendable aspect of the program is a very strong and active advisory board composed of regional administrators that meets three times a year. The advisory board provides program input, and courses have been adjusted to incorporate suggestions from the field.

Areas for Growth in Program Implementation:

While there is much documentation available regarding student work, the program would benefit from having a standardized data gathering and assessment system that would allow for regular collection of data which can be used for internal and external assessment analysis, reporting and potential program improvement.

Based on team interviews, the Administrative Services Credential Program may benefit if the program could be more fully integrated into the overall procedural activities of the Graduate School of Education.

Professional Administrative Services Program

All standards have been met. It should be noted, however, that this program was reviewed under the 1995 standards and that the program, as reviewed, cannot have students complete the program after August 31, 2008. The program cannot accept new students and the program must be resubmitted and approved under the 2004 standards for it to be offered again.

Strengths in Program Implementation

This program is a part of the Ph.D. program and provides acting administrators with advanced theoretical knowledge to make decisions, and provides them with a strong induction and professional growth plan as well as a strong assessment component. It is assumed that any new program will incorporate these positive aspects into its development.

Areas for Growth in Program Implementation:

None noted